

DOCUMENT RESUME

ED 216 460

EA 014 644

TITLE Annotated Bibliography. Conference Materials: Strategy Conference on Education and the Economy (Washington, D.C., September 22-24, 1981).

INSTITUTION Harvard Univ., Cambridge, Mass. Center for Law and Education.

PUB DATE Sep 81

NOTE 7p.

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS Annotated Bibliographies; Community Development; Economic Change; Economic Development; *Economics; Educational Economics; Educational Vouchers; Federal Government; Federal Programs; *Public Policy; Tax Credits; Tuition

ABSTRACT

The 22 items included in a packet distributed to participants at a 1981 conference on education and the economy are listed in this annotated bibliography, with sources for the items identified. The materials include articles, chapters from books, and monographs, as well as a resource guide and bibliography concerning rural economic and community development. Topics addressed in the materials include the Reagan administration's impact on education; current trends in the American economic picture; tuition tax credits and educational vouchers; tax relief; and economic development at the community level. (PGD)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED216460

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

X This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official NIE
position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

S. Schumack

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

ANNOTATED BIBLIOGRAPHY

Conference Materials: Strategy Conference on Education and The Economy
Washington, D.C., September 22-24, 1981

The items listed in this bibliography were included in a packet of
materials distributed to conference participants. We do not have
extra copies of this packet available. For your convenience, we
have included the addresses of sources of the various pieces. Please
contact them directly to obtain copies of their material.

Center for Law and Education, Inc.
Gutman Library - 6 Appian Way
Cambridge, MA 02138
(617-495-4666)

EA 014 644

ANNOTATED BIBLIOGRAPHY

Conference Materials: Strategy Conference on Education and The Economy
Washington, D.C. September 22-24, 1981

Arkansas Community Education Development Association. Community Economic Development Resource Guide for Rural Community Education Practitioners. (5018 Club Road, Suite 105, Little Rock, Arkansas 72207, 501-661-0170).

A twenty-page resource guide and bibliography addressing the issues of rural economic and community development.

Coalition for a New Foreign and Military Policy. Guns vs. Butter: Priorities Action Guide. March, 1981. (120 Maryland Avenue, N.E., Washington, D.C. 20002, 202-546-8400).

Far from being the economic shot in the arm that military spending has been in the past, the Reagan prescription of massive federal spending for military purposes may only make fundamental economic problems worse. This article explains why. A two-page list of sources of information on the economic effects of military spending is also included.

Democratic Study Group. "The Impact of The Reagan Defense Budget." DSG Special Reprt No. 97-21, May 4, 1981. (DSG/ U.S. House of Representatives, 1422 House Office Bldg., Washington, D.C. 20515, 212-225-5858).

An analysis of the impact of the Reagan Defense budget. The authors of this report examine the huge increases in defense spending proposed by the Reagan Administration and express concern that it may "create economic havoc, without providing any significant improvement in national defense."

Docksai, Ronald F. "The Department of Education," Chapter 4 in Mandate for Leadership: Policy Management in a Conservative Administration, Charles L. Heatherly, Ed. (pp. 163-211) The Heritage Foundation (513 C Street, N.E., Washington, D.C. 20002).

According to this report there are three types of educational activity in which a more active federal role is desired by conservatives: information gathering and dissemination; consultation and technical assistance in dealing with on-site teaching problems; and educational research and development. The author recommends the development of a federal educational policy "which restores authority to the states and local communities, and increase(s) their discretionary funding power. ...If all or more of the many and detailed aid-to-education acts within the (Education) Department's jurisdiction were replaced by one or two block grants, most of the Agency's workload would be eliminated." This document appears to have been the blueprint for the Reagan Administration's current activities in educational policy.

Dollars and Sense. "Earning Less, But Spending More?" No. 66 (April 1981), pp. 14-15. (38 Union Square, Room 14, Somerville, MA 02143, 617-628-8411).

Simple explanation of statistical measurement of the economic well-being of Americans.

_____. "The Productivity Slowdown." No. 69 (September 1981), pp. 12-14.

This slowdown in productivity of recent years is being offered by politicians and capitalists in support of their efforts to thwart the environmental movements, increase tax breaks for business and the wealthy, and gain more control over workers, is the conclusion of this article.

_____. "Capital Moves: Who's Left Behind?" No. 66 (April 1981), pp. 7-9.

This article describes how and why "capital mobility" (i.e., plant closings and relocation) occurs. While bringing cost efficiencies to the corporate balance sheet, plant closings can leave in their wake dislocated workers and imperiled local economies. The ability of capital to move creates its own favorable climate; even the threat of possible closing is sufficient to wrest concessions from workers and communities and curb future worker demands.

_____. "High Interest Rates: Reagan Puts on the Squeeze." No. 69 (September 1981), pp. 3-5.

High interest rates are a component of Reagan's economic program, which aims to improve the country's business climate by controlling inflation and redistributing income from the poor to the rich, according to this article. These interest rates spell trouble for some of the country's key industries and the economy as a whole. It will also have serious consequences abroad.

_____. "Reagan's Budget Hits The Streets." No. 67 (May-June 1981), pp. 3-5.

The budget and economic plans of the Reagan Administration are analyzed. It is concluded that the burden of the budget cuts will fall disproportionately on the urban poor who will suffer a further decline in their standard of living.

Hollifield, John. "Tuition Tax Credits: The Good, The Bad, and The Unknown," in Educational R & D Report, Vol. 4, No. 2 (Summer 1981).

Because the issue of federal tuition tax credits for private school attendance involves questions of cost, equity among racial and ethnic groups, constitutionality, and the public interest, it is a controversial topic. Fueling the problem is the paucity of hard facts on either side. This article is primarily based on the findings of a policy perspectives paper written by James Catterall. (A copy of that report can be obtained from the Institute for Research on Education Finance and Governance, CERAS Bldg., Stanford University, Stanford, CA 94305.) Three important conclusions based on a reasonable view of the probable effects of implementing tuition tax credits are: tax credits will cost money, over and above current public school costs; they will benefit high-income white families more than others; and they have previously been found to be unconstitutional and will probably be found so again.

Levin, Henry M. "Back-to-Basics and the Economy." 10 pp. Available from the author at the Institute for Research and Educational Finance and Governance, CERAS Bldg., Stanford University, Stanford CA 94305 (415-497-0957).

Levin argues that to a large extent the much-lamented deterioration of basic skills, declines in test scores, shifts in curriculum, inflation of grades, and ease of getting into college with substandard skills are much more a result of the economic situation than the cause of it, and that back-to-basics measures will improve neither the economy nor the schools.

_____. "Education and Organizational Democracy," a chapter in International Yearbook of Organizational Democracy, F. Heller and C. Crouch, eds., (1982), John Wiley and Sons.

"The seventies and early eighties have witnessed a renewed interest in increasing the participation of members of work organizations in governance of those organizations. Broadly speaking, these concerns are summarized under the rubric of workplace or organizational democracy. This paper traces the relation between democratization of the workplace and democratization of the schools. It argues that the lack of greater democracy in school organization is not attributable to a poverty of ideas as much as to a lack of movement in the productive sector itself to embrace democratic reforms. Attention is devoted to the dynamics of democratic workplace and educational reforms as well as the specific changes that are likely to take place in each sector as part of the broad movement towards organizational democracy."

_____. "Youth Unemployment and Its Educational Consequences." Paper presented at the 50th Anniversary Conference of the Australian Council for Educational Research, August 28, 1980, Melbourne, Australia.

This paper explores youth unemployment in Australia and the United States. It attempts to assess the causes and possible educational implications. "In both countries an important part of the strategy for reducing youth unemployment is the improvement of the education and training of young persons, particularly those from socially disadvantaged backgrounds. However, this approach must assume that youth unemployment is caused primarily by inadequate education and training, and there are at least three other prominent explanations for the gravity of the situation... The preponderance of evidence suggests that it is the deterioration of overall economic conditions that bears the major responsibility for youth unemployment...since youth unemployment does not seem to be caused primarily by educational and training phenomena, its solution is not likely to be found primarily in the educational arena. Such a conclusion tends to conflict with the dominant public policies being pursued by both Australia and the U.S."

Lindorff, David. "An Apple For The Banker." Working Papers For a New Society, (July 1981). (186 Hampshire St., Cambridge, MA 02139, 617-547-4474).

Programs like adopt-a-school, a network of local programs in which a local company sponsors an individual public school, are part of a "privatization" effort that reflects the conservative trend toward market solutions to public problems. These programs threaten the independence of public schools by involving the "parent" business in matters of curriculum. Communities often have little control or knowledge of the extent of the influence of these programs.

O'Cleireacain, Carol. "Getting Serious About Pension Funds." Working Papers For a New Society, (July, 1981). (Address above).

American workers own, but do not control, a significant amount of capital in the national economy in the form of union pension funds. Using pension funds to gain leverage over capital investment could be a central part of a progressive program for the economy.

Rosenfeld, Stuart A. Federal Policies and Programmes for Education and Local Development in the United States. Report prepared for the Center for Educational Research and Innovation, Organization for Economic Cooperation and Development, Paris, France. (Jan. 17, 1980), 35 pp. (The author is affiliated with the National Institute of Education, Washington, D.C.)

Summary: "This document first examines a range of federal legislation in the United States affecting the relationship between education and local development. Included here is a review of legislation in the areas of vocational education, job training, and community economic development. Interwoven with this focus on legislation is a description and discussion of the major federal programmes and policies in this area. Next, the author examines four basic models of development (i.e., relocation, expansion, entrepreneurial and public service) which appear to underlie existing United States federal programmes. Finally, the document examines some of the causes and consequences of problems experienced in implementing and coordinating the various federal initiatives in the field of education and local development."

Rowe, Jonathan. "Taxes - The Shifting Burden." AFL-CIO American Federationist, (February 1980). (815 16th Street, N.W., Washington, D.C., 20006.)

The recent outcry for tax relief does not reflect citizens' anti-big-government sentiment, but rather anti-inflation feelings. The way the tax system is rigged - with loopholes and weak enforcement - the burden of paying for government is being borne more and more by the individual taxpayers and less and less by corporations.

Salganik, Laura Herish. The Fall and Rise of Education Vouchers. Report No. 307 (March 1981), 36pp. Center for Social Organization of Schools, The Johns Hopkins University, 3505 North Charles Street, Baltimore, MD 21218.

"Educational vouchers for school financing were seriously proposed several times during the early seventies, but received only one limited trial. Because of recent changes in population and school governance, the political climate for vouchers should be more favorable during the next few years. ...Supporters of vouchers believe that a regulated market of schools would meet social goals of education, but with less government control than the current public school system. For such a market to operate successfully, there must be wide participation and a variety of competing alternatives." This study examines the obstacles which would prevent such successful operation and concludes that "The result may be that for some, there is a relatively free market with many options, while for others, the public school system remains virtually unchanged."

Schweke, William. Cooperatives and Community Economic Development: New Directions for the '80s. Discussion paper for the Executive Seminar on Cooperative Economic Development, June 1, 1981, 12pp. (Conference/Alternative State and Local Policies, 2000 Florida Avenue, N.W., Washington, D.C. 20009, 202-387-6030).

With cutbacks in federal funding for economic development, untraditional institutions such as cooperatives may be vehicles instrumental in community economic development. Cooperatives, businesses owned by their members and providing goods and services to them, can increase a community's control of its local economy. This paper defines community economic development, characterizes cooperatives,

and examines the merits and demerits of the cooperative model in several economic sectors. It discusses a series of questions about developing supportive public policies for low-income cooperative development and describes ways of creating a more effective community economic development network.

Sher, Jonathan. "School-based Community Development Corporations: A New Strategy for Education and Development in Rural America," Chapter 8 in Education in Rural America: A Reassessment of Conventional Wisdom. Westview Press, Inc., Boulder, Colorado. (1977), pp. 291-346.

This chapter begins by reviewing the major economic development and vocational education problems which have plagued rural America. It points to five critical problems: the inherent difficulties of development; inadequate financing (public and private); the lack of community-based control in development activities; the quasi-colonial integration of rural and metropolitan economies, resulting in an urban, corporate dominance of rural affairs; and the piecemeal, isolated nature of rural development efforts. It then proposes a new mechanism, the school-based community development corporation, as a model that will function as both catalyst and implementing agency for a broad and diverse range of needed reforms in rural education and development. "Broadly stated, the purposes of this new organization are: 1) to function as a full-fledged CDC [community development corporation] working for the economic and social welfare of the community as a whole; and 2) to complement or eventually supplant existing public vocational education programs and institutions, while concomitantly becoming an integral part of the educational experience of most rural high school students."

Toma, Eugenia Froedge. "Education," chapter in Agenda for Progress: Examining Federal Spending, Eugene J. McAllister, Ed., pp. 197-215. The Heritage Foundation (address above).

This essay argues that "increased efficiency was not the underlying goal of the educators [who lobbied for the creation of a separate Department of Education]; more importantly it will not be the actual outcome. Viewing the department from an economic perspective leads to the conclusion that the NEA's efforts stemmed from their desire to reduce competition between schools. Less competition is desired because it enables the educators, and not the students, to reap the benefits from the school system. It is precisely this phenomenon - reduced competition - which is the source of the decline in American education." The "pernicious effects of a stronger federal role" in education are also discussed.

Webb, Lee and Wilhelm, David. "State and Local Tax Reform: A Model Progressive Agenda." Ways and Means, (March/April 1981), pp. 3-5. (Conference on Alternative State and Local Policies, 2000 Florida Ave., N.W., Washington, D.C. 20009, 202-387-6030).

Present day tax structures on the state and local levels bear little relation to the principle that tax burdens ought to be related to the ability to pay, according to this article. It sets forth progressive principles and proposals whose implementation could bring tax systems more in line with what most people consider fair and just.